

CAMBRIDGE

EVOLVE

STUDENT'S BOOK

Leslie Anne Hendra, Mark Ibbotson,
and Kathryn O'Dell

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CEFR

Experience
Better
Learning

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EVOLVE

SPEAKING MATTERS

EVOLVE is a six-level American English course for adults and young adults, taking students from beginner to advanced levels (CEFR A1 to C1).

Drawing on insights from language teaching experts and real students, EVOLVE is a general English course that gets students speaking with confidence.

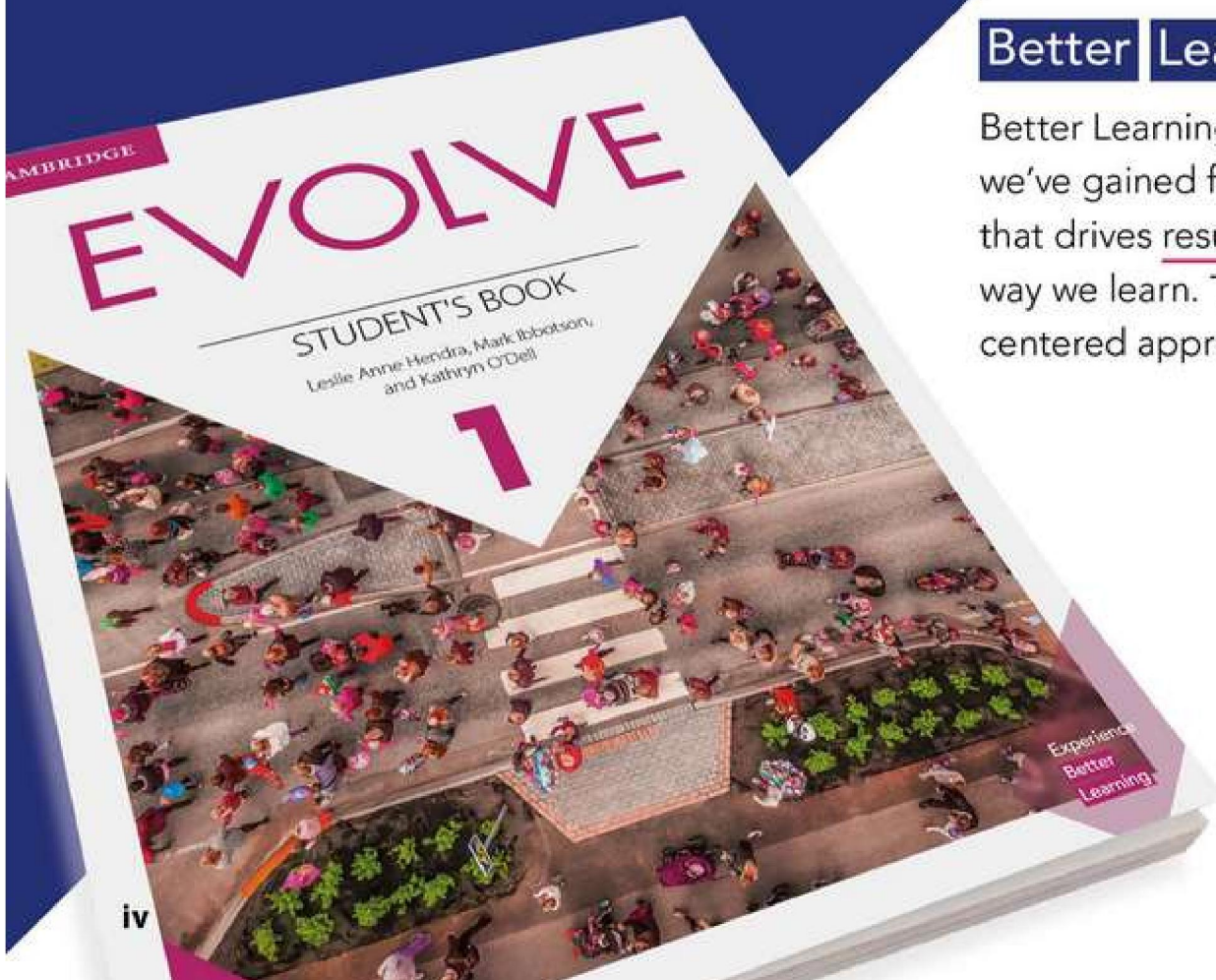
This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English.

Confidence in teaching.

Joy in learning.

Better Learning WITH EVOLVE

Better Learning is our simple approach where insights we've gained from research have helped shape content that drives results. Language evolves, and so does the way we learn. This course takes a flexible, student-centered approach to English language teaching.



Meet our student contributors

Videos and ideas from real students feature throughout the Student's Book.

Our student contributors describe themselves in three words.



LARISSA CASTRO

Friendly, honest, happy
Centro Universitario
Tecnológico, Honduras



JINNY LARA

Free your mind
Centro Universitario
Tecnológico, Honduras



CAROLINA NASCIMENTO

NEGRÃO
Nice, determined, hard-working
Universidade Anhembi Morumbi,
Brazil



JOSUE LOZANO

Enthusiastic, cheerful, decisive
Centro Universitario
Tecnológico, Honduras



JULIETH C. MORENO

DELGADO
Decisive, reliable, creative
Fundación Universitaria
Monserrate, Colombia



ANDERSON BATISTA

Resilient, happy, dreamer
Universidade Anhembi
Morumbi, Brazil



FELIPE MARTINEZ LOPEZ

Reliable, intrepid, sensitive
Universidad del Valle de
México, Mexico



JEE-HYO MOON (JUNE)

Organized, passionate, diligent
Mission College, USA

Student-generated content

EVOLVE is the first course of its kind to feature real student-generated content. We spoke to over 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently.

The ideas are included throughout the Student's Book and the students appear in short videos responding to discussion questions.

INSIGHT

Research shows that achievable speaking role models can be a powerful motivator.

CONTENT

Bite-sized videos feature students talking about topics in the Student's Book.

RESULT


Students are motivated to speak and share their ideas.

"It's important to provide learners with interesting or stimulating topics."

Teacher, Mexico (Global Teacher Survey, 2017)

6.3 IS IT NEAR HERE?

LESSON OBJECTIVE
ask for and give directions



1 FUNCTIONAL LANGUAGE

A Look at the pictures. The woman is in Quito, Ecuador. What places do you see on the map on her phone?

B **1.60** Read and listen. The woman asks two people for directions. What places does she ask about?

1.60 Audio script

1 A Excuse me. Do you speak English?
B Yes, I do.
A Oh, good! Where's Garcia Moreno Street? Is it near here?
B Yes, it is. Uh ... turn left here. Go one block, and then turn right. That's Garcia Moreno Street.
A OK, great! Thanks.

2 A Excuse me. Is this Garcia Moreno Street?
B Yes, it is.
A Where's the City Museum?
B It's that way. Go straight. It's on the left. Or come with me! It's on my way to the supermarket.

C Complete the chart with expressions in **bold** from the conversations above.

Asking for directions	Giving directions
Where am I? / Where are we?	Turn left. / *
I don't understand the map.	* _____ way.
* _____ Garcia Moreno Street?	Go one * _____ / Go * _____
Is it? _____?	It's on the right. / *
Excuse me. Is * _____ Garcia Moreno Street?	It's over there. / It's here!
	* _____ Garcia Moreno Street.
	Look on your phone. Zoom in / zoom out. It's here.

D **1.61 PAIR WORK** Complete the conversations. Then listen and check. Practice with a partner.

1 A Excuse me. It's / Where's Central Station?
2 A Is this / Is it San Gabriel Street?
3 A Is the language center go straight / near here?

B Go one way / block. It's on the left.
B No. Turn / It's right. That's San Gabriel Street.
B Yes. It's over there / go one block.

2 REAL-WORLD STRATEGY

A **1.62** Listen to a conversation. Where does the man want to go?

B **1.63** Listen again. The man wants to check the information. What does he do?

- He asks the woman to repeat her words.
- He repeats the woman's words.

CHECKING INFORMATION

To check you understand, say *So, ...* and repeat the information. *It's that way. Turn left here. Go one block, and then turn right. So, turn left here. Go one block, and then turn right.*

C **1.64** Read about checking information in the box above. Then listen to the directions. Check the information.

- Turn right here. Then turn right again. *So, turn right here. Then turn right again.*

D **PAIR WORK** Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.

3 PRONUNCIATION: Saying /ɪr/ and /er/ sounds

A **1.65** Listen and repeat. Focus on the sound of the letters in **bold**.

/ɪr/ Is it near here? /er/ Where is their house?

B **1.66** Listen. Write A for words with /ɪr/. Write B for words with /er/.

- clear _____ 3 chair _____ 5 there _____ 7 year _____
- they're _____ 4 earphones _____ 6 parent _____ 8 square _____

C **1.67 PAIR WORK** Listen to the conversations. Then practice with a partner.

- A Where's Blair Street?
B It's near here. Go to the town square and then turn right.
- A Where are your parents?
B They're over there, on the chairs.

4 SPEAKING

A **PAIR WORK** Put the conversation in order. Then practice it with a partner.

- So, go straight. Then turn left. It's on the left.
- Yes.
- Excuse me. Where's the Park Hotel?
It's that way. Go straight. Then turn left. It's on the left.

B Work alone. Choose one of the situations below.

- Imagine you are at the City Museum in Quito, Ecuador. Look at the map on the cell phone on page 58. Choose a place to go.
- Imagine you are in another city. You can go online and find a map of the city. Choose where you are and a place to go.

C **PAIR WORK** Ask a partner for directions. You can use your phone to help you. Then change roles.

Find it

FIND IT

INSIGHT

Research with hundreds of teachers and students across the globe revealed a desire to expand the classroom and bring the real world in.

CONTENT

Find it are smartphone activities that allow students to bring live content into the class and personalize the learning experience with research and group activities.

RESULT

Students engage in the lesson because it is meaningful to them.

Designed for success

3 WRITING
A Read the fact sheet. What is in Tijuca Forest?

FACT SHEET: Tijuca Forest

Manaus

Tijuca Forest is in Rio de Janeiro, Brazil. It is a nice, big forest. It is 39 square kilometers.

There are a lot of plants and trees in the forest.

It has nice rivers and waterfalls.

It has a lot of interesting animals and birds.

There are some mountains in the forest. One famous mountain is Corcovado Mountain.

There is a tall statue on Corcovado Mountain. It is the Christ statue.

Brazilians love the forest, and people from many countries visit it.

Tijuca Forest is very important to Rio de Janeiro.

REGISTER CHECK

Really and very make adjectives stronger. Use *very* in writing. *Really* is common in speaking. *Tijuca Forest is very important to Rio de Janeiro.*

REGISTER CHECK

Really and very make adjectives stronger. Use *very* in writing. *Really* is common in speaking. *Tijuca Forest is very important to Rio de Janeiro.*

PAIRWORK THINK CRITICALLY There are no contractions in the fact sheet (for example, *It's*, *There's*). Why not?

C Read the sentences from the fact sheet. Underline two opinion adjectives and one size adjective.

It has a lot of interesting animals and birds.
It is a nice, big forest.

D **WRITING SKILLS** Read the rules below. Circle *before* or *after*. Use the sentences in exercise 3C to help you.

1 Some, a lot of, and no go before / after opinion adjectives (for example, *good*, *nice*, *interesting*).

big, small, tall).
out where it is, how big
actions. Remember to
the fact sheet in exercise

61

Pronunciation

INSIGHT

Research shows that only certain aspects of pronunciation actually affect comprehensibility and inhibit communication.

CONTENT

EVOLVE focuses on the aspects of pronunciation that most affect communication.

RESULT

Students understand more when listening and can be clearly understood when they speak.

Register check

INSIGHT

Teachers report that their students often struggle to master the differences between written and spoken English.

CONTENT

Register check draws on research into the Cambridge English Corpus and highlights potential problem areas for learners.

RESULT

Students transition confidently between written and spoken English and recognize different levels of formality as well as when to use them appropriately.

6.1

GOOD PLACES

LESSON OBJECTIVE
talk about places in the city

1 LANGUAGE IN CONTEXT

- A **1.57** Lucas and Robert are in New York City. Read and listen to their conversation. Where is Lucas from? Where is Robert from? What does Lucas want to do on Saturday?
- B **1.57** Read and listen again. Are the sentences true or false?
- 1 Lucas has a lot of time in New York City.
 - 2 There is no restaurant in the hotel.

1.57 Audio script

Lucas I'm here, in New York City, for a week. And then I go home to Paris on Sunday.

Robert So you don't have a lot of time to see my great city.

Lucas No, I don't. There's no free time this week – it's work, work, work! But I have some time on Saturday.

Robert OK. There are a lot of places to see and things to do on the weekend. Where is your hotel?

Lucas It's near Central Park.

Robert No way! Central Park is great. There are some interesting museums near the park. Oh, and there's a zoo in the park!

GLOSSARY
neighborhood (n) an area of a city

Lucas Cool! What about places to eat? There's no restaurant in my hotel.

Robert Hmm ... for breakfast, there's a nice café near here. And there are a lot of great restaurants in this neighborhood, too.

Lucas Great. Do you know some good stores? I don't have a lot of free time, but ...

Robert Oh, yeah. There are a lot of great stores in New York. So ... no museum, no park, no zoo – just shopping!

Lucas Yes!

INSIDER ENGLISH

Use *No way!* to show surprise.
No way! Central Park is great.

2 VOCABULARY: Places in cities

- A **1.58** Listen and repeat the words.



- B **1.58** Now do the vocabulary exercises for 6.1 on page 145.

- C **PAIR WORK** Which three places in cities do you both like? Which three don't you like?

3 GRAMMAR: There's, There are; a lot of, some, no

- A **Circle** the correct answers. Use the sentences in the grammar box to help you.
- 1 Use *There's* with singular / plural nouns.
 - 2 Use *There are* with singular / plural nouns.
 - 3 Use *an / no* in negative sentences.
 - 4 Use *some* for exact numbers / when you don't know how many things there are.

There's (= There is), There are; a lot of, some, no

There's no free time this week.	There are some interesting museums near the park.	no = zero
There's a zoo in the park.	There are a lot of good places to see on the weekend.	a/an = one
There's a nice café near here.		some = a small number
		a lot of = a large number

- B **Circle** the correct words to complete the sentences.
- 1 *There's / There are* a lot of stores in the mall.
 - 2 *There's / There are* a supermarket near the college.
 - 3 There are *a / some* good cafés on Boston Road.
 - 4 There's *a / a lot of* big hospital in the city.
 - 5 There are *a lot of / no* stores, so it's great for shopping.
 - 6 In my city, there are *a / no* zoos.

- C **Now go to page 134.** Look at the grammar chart and do the grammar exercise for 6.1.

- D Write sentences about your city. Use *there is/there are, a/an, some, a lot of, and no*. Then check your accuracy.

There's _____

There's _____

There are _____

There are _____

There is/are no _____

ACCURACY CHECK

Use *there are, not there is*, before *a lot of* and *some + plural noun*.

There is some museums in this city. ~~X~~

There are some museums in this city. ✓

- E **PAIR WORK** Compare your sentences with a partner.

4 SPEAKING

- PAIR WORK** Talk about the things in your neighborhood. Then compare with a partner. What's the same? What's different?

There are some good restaurants near my home.

Same! And there's a movie theater near my home.



ACCURACY CHECK

Use *there are, not there is*, before *a lot of* and *some + plural noun*.

There is some museums in this city. ~~X~~

There are some museums in this city. ✓

Accuracy check

INSIGHT

Some common errors can become fossilized if not addressed early on in the learning process.

CONTENT

Accuracy check highlights common learner errors (based on unique research into the Cambridge Learner Corpus) and can be used for self-editing.

RESULT

Students avoid common errors in their written and spoken English.

"The presentation is very clear and there are plenty of opportunities for student practice and production."

Jason Williams, Teacher, Notre Dame Seishin University, Japan

6.1 GOOD PLACES

LESSON OBJECTIVE
talk about places in the city

1 LANGUAGE IN CONTEXT

A **1.57** Lucas and Robert are in New York City. Read and listen to their conversation. Where is Lucas from? Where is Robert from? What does Lucas want to do on Saturday?

B **1.58** Read and listen again. Are the sentences true or false?

1 Lucas has a lot of time in New York City. 2 There is no restaurant in the hotel.

1.57 Audio script

Lucas I'm here, in New York City, for a week. And then I go home to Paris on Sunday.

Robert So you don't have a lot of time to see my great city.

Lucas No, I don't. There's no free time this week – it's work, work, work! But I have some time on Saturday.

Robert OK. There are a lot of places to see and things to do on the weekend. Where is your hotel?

Lucas It's near Central Park.

Robert No way! Central Park is great. There are some interesting museums near the park. Oh, and there's a zoo in the park!

Lucas Cool! What about places to eat? There's no restaurant in my hotel.

Robert Hmm ... for breakfast, there's a nice café near here. And there are a lot of great restaurants in this neighborhood, too.

Lucas Great. Do you know some good stores? I don't have a lot of free time, but ...

Robert Oh, yeah. There are a lot of great stores in New York. So ... no museum, no park, no zoo – just shopping?

Lucas Yes!

GLOSSARY
neighborhood (n) an area of a city

INSIDER ENGLISH
No way! to show surprise.
No way! Central Park is great.

2 VOCABULARY: Places in cities

A **1.59** Listen and repeat the words.

B Now do the vocabulary exercises for 6.1 on page 145.

C **PAIR WORK** Which three places in cities do you both like? Which three don't you like?

3 GRAMMAR: There's, There are; a lot of, some, no

A **Circle** the correct answers. Use the sentences in the grammar box to help you.

- Use *There's* with singular / plural nouns.
- Use *There are* with singular / plural nouns.
- Use *an / no* in negative sentences.
- Use *some* for exact numbers / when you don't know how many things there are.

There's (= There is), There are; a lot of, some, no

There's no free time this week.	There are some interesting museums near the park.	no = zero
There's a zoo in the park.	There are a lot of good places to see on the weekend.	a/an = one
There's a nice café near here.		some = a small number
		a lot of = a large number

B **Circle** the correct words to complete the sentences.

- There's / There are* a lot of stores in the mall.
- There's / There are* a supermarket near the college.
- There are *a / some* good cafés on Boston Road.
- There's *a / a lot of* big hospital in the city.
- There are *a lot of / no* stores, so it's great for shopping.
- In my city, there are *a / no* zoos.

C Now go to page 134. Look at the grammar chart and do the grammar exercise for 6.1.

D Write sentences about your city. Use *there is/there are, a/an, some, a lot of, and no*. Then check your accuracy.

There's _____

There's _____

There are _____

There are _____

There is/are no _____

E **PAIR WORK** Compare your sentences with a partner.

4 SPEAKING

PAIR WORK Talk about the things in your neighborhood. Then compare with a partner. What's the same? What's different?

There are some good restaurants near my home.

Same! And there's a movie theater near my home.

INSIDER ENGLISH
Use *No way!* to show surprise.
No way! Central Park is great.

ACCURACY CHECK
Use *there are*, not *there is*, before *a lot of* and *some + plural noun*.
There is some museums in this city. X
There are some museums in this city. ✓

Insider English

INSIGHT

Even in a short exchange, idiomatic language can inhibit understanding.

CONTENT

Insider English focuses on the informal language and colloquial expressions frequently found in everyday situations.

RESULT

Students are confident in the real world.

You spoke. We listened.

Students told us that speaking is the most important skill for them to master, while teachers told us that finding speaking activities which engage their students and work in the classroom can be challenging.

That's why EVOLVE has a whole lesson dedicated to speaking: Lesson 5, *Time to speak*.

Time to speak

INSIGHT

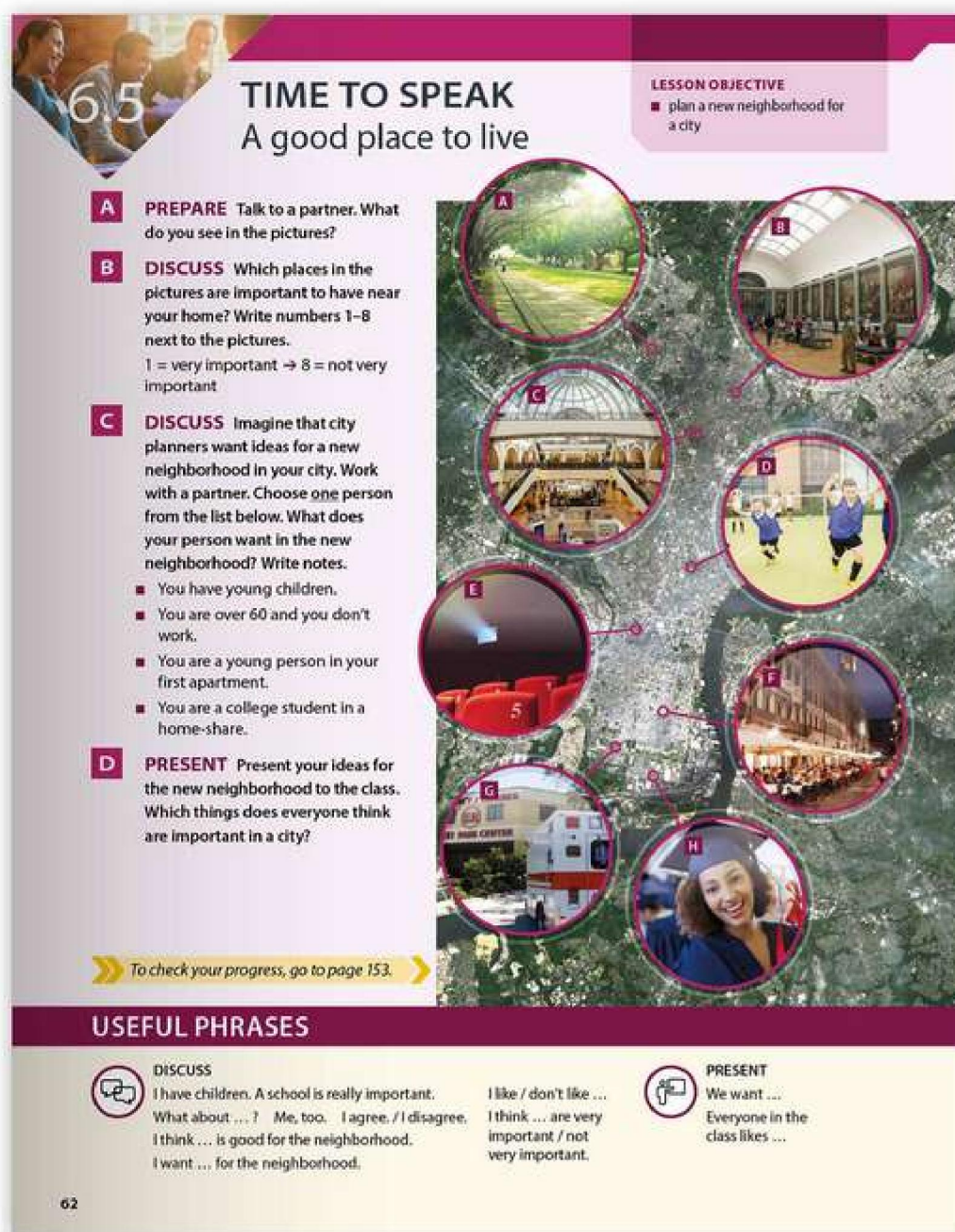
Speaking ability is how students most commonly measure their own progress, but is also the area where they feel most insecure. To be able to fully exploit speaking opportunities in the classroom, students need a safe speaking environment where they can feel confident, supported, and able to experiment with language.

CONTENT

Time to Speak is a unique lesson dedicated to developing speaking skills and is based around immersive tasks which involve information sharing and decision making.

RESULT

Time to speak lessons create a buzz in the classroom where speaking can really thrive, evolve, and take off, resulting in more confident speakers of English.



6.5 **TIME TO SPEAK**
A good place to live

LESSON OBJECTIVE
■ plan a new neighborhood for a city

A PREPARE Talk to a partner. What do you see in the pictures?

B DISCUSS Which places in the pictures are important to have near your home? Write numbers 1–8 next to the pictures.
1 = very important → 8 = not very important



C DISCUSS Imagine that city planners want ideas for a new neighborhood in your city. Work with a partner. Choose one person from the list below. What does your person want in the new neighborhood? Write notes.

- You have young children.
- You are over 60 and you don't work.
- You are a young person in your first apartment.
- You are a college student in a home-share.

D PRESENT Present your ideas for the new neighborhood to the class. Which things does everyone think are important in a city?

▶▶ To check your progress, go to page 153. ▶▶

USEFUL PHRASES

 DISCUSS I have children. A school is really important. What about ...? Me, too. I agree. / I disagree. I think ... is good for the neighborhood. I want ... for the neighborhood.	I like / don't like ... I think ... are very important / not very important.	 PRESENT We want ... Everyone in the class likes ...
--	--	--

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Experience Better Learning with EVOLVE: a course that helps both teachers and students on every step of the language learning journey.

Speaking matters. Find out more about creating safe speaking environments in the classroom.

EVOLVE unit structure

Unit opening page

Each unit opening page activates prior knowledge and vocabulary and immediately gets students speaking.

Lessons 1 and 2

These lessons present and practice the unit vocabulary and grammar in context, helping students discover language rules for themselves. Students then have the opportunity to use this language in well-scaffolded, personalized speaking tasks.

Lesson 3

This lesson is built around a functional language dialogue that models and contextualizes useful fixed expressions for managing a particular situation. This is a real world strategy to help students handle unexpected conversational turns.

Lesson 4

This is a combined skills lesson based around an engaging reading or listening text. Each lesson asks students to think critically and ends with a practical writing task.

Lesson 5

Time to speak is an entire lesson dedicated to developing speaking skills. Students work on collaborative, immersive tasks which involve information sharing and decision making.



CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 I am ...	<ul style="list-style-type: none"> Say where you're from Ask for and give personal information Check into a hotel Write a profile Meet new people 	<ul style="list-style-type: none"> <i>I am, you are</i> <i>What's ... ?; It's ...</i> 	<ul style="list-style-type: none"> Countries and nationalities The alphabet Personal information Numbers (1–10) Jobs Greetings, introductions, and goodbyes 	<ul style="list-style-type: none"> /ɪ/ and /i/ vowel sounds
Unit 2 Great people	<ul style="list-style-type: none"> Talk about your family Describe friends and family Talk about ages and birthdays Write a post about friends in a photo Compare information about friends and family 	<ul style="list-style-type: none"> <i>is/are</i> in statements and <i>yes/no</i> questions <i>is not/are not</i> Prepositions of place 	<ul style="list-style-type: none"> Family Numbers (11–100) Adjectives to describe people <i>really/very</i> Dates 	<ul style="list-style-type: none"> Saying numbers Listening for short forms
Unit 3 Come in	<ul style="list-style-type: none"> Talk about your home Talk about furniture Offer and accept a drink and snack Write an email about a home-share Choose things for a home 	<ul style="list-style-type: none"> Possessive adjectives; possessive 's and s' <i>It is</i> (statements and questions with short answers) Information questions with <i>be</i> 	<ul style="list-style-type: none"> Rooms in a home Furniture Drinks and snacks 	<ul style="list-style-type: none"> /k/ at the start of a word
Review 1 (Review of Units 1–3)				
Unit 4 I love it	<ul style="list-style-type: none"> Talk about your favorite things Say how you use technology Talk about how you communicate Write product reviews Talk about your favorite music 	<ul style="list-style-type: none"> Simple present statements with <i>I, you, we</i> Simple present <i>yes/no</i> questions with <i>I, you, we</i> <i>a/an</i>; adjectives before nouns 	<ul style="list-style-type: none"> Technology Words for using technology Music 	<ul style="list-style-type: none"> Stressed words Listening for the end of a sentence
Unit 5 Mondays and fun days	<ul style="list-style-type: none"> Talk about weekday and weekend activities Tell the time and talk about your routines Show you agree and have things in common Write a report about your activities Compare different work weeks 	<ul style="list-style-type: none"> Simple present statements with <i>he, she, they</i> Questions in the simple present 	<ul style="list-style-type: none"> Days and times of day Everyday activities Telling the time 	<ul style="list-style-type: none"> Syllables in words
Unit 6 Zoom in, zoom out	<ul style="list-style-type: none"> Talk about places in the city Talk about nature in your area Ask for and give directions Write a fact sheet about a place in nature Plan a new neighborhood for a city 	<ul style="list-style-type: none"> <i>There's, There are; a lot of, some, no</i> Count and non-count nouns 	<ul style="list-style-type: none"> Places in cities Nature 	<ul style="list-style-type: none"> /ɪr/ and /er/ sounds Listening for important words
Review 2 (Review of Units 4–6)				



Functional language	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> Check in to a hotel Real-world strategy <ul style="list-style-type: none"> Check spelling 		Meet the artists <ul style="list-style-type: none"> Profiles of two artists 	A profile <ul style="list-style-type: none"> A personal or work profile Capital letters and periods 	<ul style="list-style-type: none"> Introduce yourself Say where you're from Say and spell personal information Arrive at a hotel and check in Time to speak <ul style="list-style-type: none"> Talk to people at a party
<ul style="list-style-type: none"> Ask about and say people's ages and birthdays; give birthday wishes Real-world strategy <ul style="list-style-type: none"> Correct yourself 	Here's my band <ul style="list-style-type: none"> A conversation between friends 		A post <ul style="list-style-type: none"> A post about friends in a photo <i>and</i> to join words and sentences 	<ul style="list-style-type: none"> Describe the people in a picture Talk about your family Describe your friends and family Talk about ages and birthdays Time to speak <ul style="list-style-type: none"> Talk about things in common
<ul style="list-style-type: none"> Make and reply to offers Real-world strategy <ul style="list-style-type: none"> Ask about words you don't understand 		A home-share in Burnaby <ul style="list-style-type: none"> Emails about a home-share 	An email <ul style="list-style-type: none"> An email about a home-share Question marks 	<ul style="list-style-type: none"> Describe a house in a picture Talk about rooms in your home Talk about unusual furniture Offer a drink or snack Time to speak <ul style="list-style-type: none"> Discuss what furniture to buy for a new home
<ul style="list-style-type: none"> Ask about a new topic; ask for a response Real-world strategy <ul style="list-style-type: none"> Show you are listening 	Product reviews <ul style="list-style-type: none"> A radio program about product reviews 		A review <ul style="list-style-type: none"> A product review <i>but</i> and <i>because</i> 	<ul style="list-style-type: none"> Talk about things that you love or like Talk about your favorite technology Discuss what phone plan is good for you Talk about how you communicate with people Time to speak <ul style="list-style-type: none"> Talk about your favorite music
<ul style="list-style-type: none"> Show you agree or have things in common Real-world strategy <ul style="list-style-type: none"> Short answers with adverbs of frequency 		Work, rest and play <ul style="list-style-type: none"> An article about work-life balance 	A report <ul style="list-style-type: none"> A report about your activities Headings and numbered lists 	<ul style="list-style-type: none"> Talk about your fun days Say when and how often you do things Talk about your daily routine Compare information about your activities Time to speak <ul style="list-style-type: none"> Talk about the best week for your body clock
<ul style="list-style-type: none"> Ask for and give directions Real-world strategy <ul style="list-style-type: none"> Check information 	Walk with Yasmin <ul style="list-style-type: none"> A podcast about a place in nature 		A fact sheet <ul style="list-style-type: none"> A fact sheet Order size and opinion adjectives 	<ul style="list-style-type: none"> Describe a picture of a city Talk about good places in your neighborhood Talk about nature in your area Give directions to a visitor Time to speak <ul style="list-style-type: none"> Talk about a good place to live



	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Now is good	<ul style="list-style-type: none"> ■ Talk about activities around the house ■ Ask and answer questions about travel ■ Share news on the phone ■ Write a blog about things happening now ■ Ask what people are doing these days 	<ul style="list-style-type: none"> ■ Present continuous statements ■ Present continuous questions 	<ul style="list-style-type: none"> ■ Activities around the house ■ Transportation 	<ul style="list-style-type: none"> ■ <i>-ing</i> at the end of the word
Unit 8 You're good!	<ul style="list-style-type: none"> ■ Talk about your skills and abilities ■ Say what you can and can't do at work or school ■ Say why you're the right person for a job ■ Write an online comment with your opinion ■ Talk about what people in your country are good at 	<ul style="list-style-type: none"> ■ <i>can</i> and <i>can't</i> for ability; <i>well</i> ■ <i>can</i> and <i>can't</i> for possibility 	<ul style="list-style-type: none"> ■ Verbs to describe skills ■ Work 	<ul style="list-style-type: none"> ■ Saying groups of words ■ Listening for <i>can</i> and <i>can't</i>
Unit 9 Places to go	<ul style="list-style-type: none"> ■ Talk about travel and vacations ■ Make travel plans ■ Ask for information in a store ■ Write a description of a place ■ Plan a vacation for someone 	<ul style="list-style-type: none"> ■ <i>this</i> and <i>these</i> ■ <i>like to</i>, <i>want to</i>, <i>need to</i>, <i>have to</i> 	<ul style="list-style-type: none"> ■ Travel ■ Travel arrangements 	<ul style="list-style-type: none"> ■ Saying prices
Review 3 (Review of Units 7–9)				
Unit 10 Get ready	<ul style="list-style-type: none"> ■ Make outdoor plans for the weekend ■ Discuss what clothes to wear for different trips ■ Suggest plans for evening activities ■ Write an online invitation ■ Plan and present a fun weekend in your city 	<ul style="list-style-type: none"> ■ Statements with <i>be going to</i> ■ Questions with <i>be going to</i> 	<ul style="list-style-type: none"> ■ Going out ■ Clothes ■ Seasons 	<ul style="list-style-type: none"> ■ The letter <i>s</i> ■ Listening for <i>going to</i>
Unit 11 Colorful memories	<ul style="list-style-type: none"> ■ Describe people, places, and things in the past ■ Talk about colors and memories ■ Talk about movies and actors ■ Write an email about things you keep from your past ■ Talk about TV shows from your childhood 	<ul style="list-style-type: none"> ■ Statements with <i>was</i> and <i>were</i> ■ Questions with <i>was</i> and <i>were</i> 	<ul style="list-style-type: none"> ■ Adjectives to describe people, places, and things ■ Colors 	<ul style="list-style-type: none"> ■ /ou/ and /ɑ:/ vowel sounds
Unit 12 Stop, eat, go	<ul style="list-style-type: none"> ■ Talk about snacks and small meals ■ Talk about meals in restaurants ■ Offer and accept food and drink ■ Write a restaurant review ■ Create a menu for a restaurant 	<ul style="list-style-type: none"> ■ Simple past statements ■ Simple past questions; <i>any</i> 	<ul style="list-style-type: none"> ■ Snacks and small meals ■ Food, drinks, and desserts 	<ul style="list-style-type: none"> ■ /h/ and /r/ sounds ■ Listening for <i>Do you want to...?</i>
Review 4 (Review of Units 10–12)				
Grammar charts and practice, pages 129–140 Vocabulary exercises, pages 141–151				



Functional language	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> Answer the phone and greet people; ask how things are going <p>Real-world strategy</p> <ul style="list-style-type: none"> React to news 		<p>Jamie's blog</p> <ul style="list-style-type: none"> A blog about a difficult place 	<p>A blog post</p> <ul style="list-style-type: none"> A blog about a busy place <i>and, also, and too</i> 	<ul style="list-style-type: none"> Talk about the lives of people in a picture Talk about good and bad times to call someone Tell a friend what you are doing right now Talk about your news <p>Time to speak</p> <ul style="list-style-type: none"> Talk about your life these days
<ul style="list-style-type: none"> Ask for and give for opinions <p>Real-world strategy</p> <ul style="list-style-type: none"> Explain and say more about an idea 	<p>Technology Talks</p> <ul style="list-style-type: none"> A podcast about computers 		<p>A comment</p> <ul style="list-style-type: none"> Comments about an online post Quotations 	<ul style="list-style-type: none"> Discuss activities you do Talk about skills you have Talk about what you can and can't do at work Ask and answer questions in a job interview <p>Time to speak</p> <ul style="list-style-type: none"> Discuss national skills
<ul style="list-style-type: none"> Ask for and give information <p>Real-world strategy</p> <ul style="list-style-type: none"> Ask someone to repeat something 		<p>Places to go near Puno</p> <ul style="list-style-type: none"> A travel guide 	<p>A description</p> <ul style="list-style-type: none"> A description of a place Imperatives to give advice 	<ul style="list-style-type: none"> Talk about a place you like Describe people and places in a picture Talk about organizing a trip Ask for information at an airport store <p>Time to speak</p> <ul style="list-style-type: none"> Talk about planning a vacation
<ul style="list-style-type: none"> Make, accept, and refuse suggestions <p>Real-world strategy</p> <ul style="list-style-type: none"> Say why you can't do something 	<p>Montevideo</p> <ul style="list-style-type: none"> A TV travel show 		<p>An invitation</p> <ul style="list-style-type: none"> An event invitation Contractions 	<ul style="list-style-type: none"> Talk about your plans for the future Talk about outdoor activities in your city Talk about clothes to take for a trip Talk about where to go out for dinner <p>Time to speak</p> <ul style="list-style-type: none"> Plan a fun weekend in your home city
<ul style="list-style-type: none"> Express uncertainty <p>Real-world strategy</p> <ul style="list-style-type: none"> Take time to think 		<p>Picturing memories</p> <ul style="list-style-type: none"> An article about things people keep 	<p>An email</p> <ul style="list-style-type: none"> An email to a friend Paragraphs and topic sentences 	<ul style="list-style-type: none"> Describe a happy time in your life Talk about things you remember Talk about colors you remember from when you were a child Talk about people in a movie <p>Time to speak</p> <ul style="list-style-type: none"> Present your memories of a TV show from your past
<ul style="list-style-type: none"> Offer, request and accept food and drink <p>Real-world strategy</p> <ul style="list-style-type: none"> Use <i>so</i> and <i>really</i> to make words stronger 	<p>Where do you want to eat?</p> <ul style="list-style-type: none"> A conversation about restaurants on a food app 		<p>A review</p> <ul style="list-style-type: none"> A restaurant review Commas in lists 	<ul style="list-style-type: none"> Describe a good meal you had Talk about snacks and small meals you like Talk about a meal you had in a restaurant Ask for food in a restaurant or at a friend's house <p>Time to speak</p> <ul style="list-style-type: none"> Design a menu for a new restaurant



CLASSROOM LANGUAGE

1.02 Get started

Hi. / Hello.

What's your name?

My name is _____.

This is my class.

This is my partner.

This is my teacher.

Ask for help

I don't understand.

I have a question.

How do you say _____
in English?

What does _____ mean?

How do you spell _____ ?

Can you repeat that, please?

Sorry, what page?

Your teacher

I'm your teacher.

Open your book.

Close your book.

Go to page _____.

Do you have any questions?



Listen.



Say.



Read.



Write.



Watch.



Work in pairs.



Work in groups.

UNIT OBJECTIVES

- say where you're from
- ask for and give personal information
- check into a hotel
- write a profile
- meet new people

I AM ...

1



START SPEAKING

CLASSWORK Say your name. Watch Josue for an example.

I am Marco.

I am Anya.



Where is Josue from?




1.1

I'M BRAZILIAN. AND YOU?

LESSON OBJECTIVE

- say where you're from

1 VOCABULARY: Countries and nationalities

A  1.03 Complete the chart. Then listen and check.

Capital city	Country	Nationality
Brasília	Brazil	1 _____
Santiago	Chile	Chilean
Beijing	China	Chinese
Bogotá	2 _____	Colombian
Quito	Ecuador	Ecuadorian
Paris	France	French
Tegucigalpa	Honduras	Honduran
Tokyo	Japan	Japanese
Mexico City	3 _____	Mexican
Lima	Peru	Peruvian
Moscow	Russia	4 _____
Seoul	South Korea	South Korean
Madrid	Spain	Spanish
Washington, D.C.	the United States	American

B  Now do the vocabulary exercises for 1.1 on page 141.

C **PAIR WORK** Talk to a partner. Say your name, nationality, and city.

Hi! I'm Yessica. I'm Peruvian, and I'm from Callao.

Hello! I'm Daniel. I'm from Madrid, in Spain.

2 LANGUAGE IN CONTEXT

A Read the messages from students and teachers. What cities are they from? Who is a teacher?

← International school project

 Hi!

 Hi, I'm Gabi. I'm **Brazilian**. I'm from **São Paulo**.

 You're from **Brazil**! Wow! My name is Karina, and I'm from **Colombia**.

 Are you from **Bogotá**?

 No, I'm not. I'm from **Medellín**.

Write a message ...

← International school project

 My name is Antonio. I'm from **Mexico City** – in **Mexico**!

 Hi, I'm Max. I'm **Russian**. I'm from **Moscow**.

 Hi, Max. Are you a teacher?

 Yes, I am. And you?

 No, I'm not a teacher! I'm a student.

Write a message ...

3 GRAMMAR: *I am, you are*

A **Circle** the correct answers. Use the sentences in the grammar box to help you.

- 1 For questions (?), say *Are you ... ? / You are ... ?*
- 2 For affirmative (+) answers, say *Yes, I am. / Yes, I'm.*
- 3 For negative (-) answers, say *No, I not. / No, I'm not.*

I am (= I'm), you are (= you're)

<i>I'm</i> Brazilian.	<i>I'm not</i> from Lima.	Am I in room 6B?
<i>You're</i> from Mexico City.	<i>You're not</i> from Bogotá.	Yes, you are. / No, you're not.
		Are you from Tokyo?
		Yes, I am. / No, I'm not.

B Complete the sentences.

- | | |
|----------------------------|--|
| 1 _____ 'm Ecuadorian. | 3 _____ you from Quito? |
| 2 Wow! _____ 're from Rio! | 4 A Are you American?
B Yes, I _____. |

C Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.1.

D Look at the chart. You are Alex. Write four sentences. Then read the information in the Accuracy check box and check your work.

Name	City	Nationality	Country
Alex	Orlando	American	the United States

- | | |
|---------|---------|
| 1 _____ | 3 _____ |
| 2 _____ | 4 _____ |

✓ ACCURACY CHECK

Use *I* with *am*.
~~Am Spanish. X~~
I'm Spanish. ✓

E **PAIR WORK** Choose a name. Don't tell your partner. Ask and answer questions to find the person.

<p>Harry, student New York American</p>	<p>Barbara, student New York Brazilian</p>	<p>Mike, student Chicago American</p>	<p>Victor, student Chicago Brazilian</p>	<p>Kristy, teacher New York American</p>	<p>Nayara, teacher New York Brazilian</p>	<p>Robert, teacher Chicago American</p>	<p>Juliano, teacher Chicago Brazilian</p>
--	---	--	---	---	--	--	--

Are you a student?	Yes, I am.
Are you from New York?	No, I'm not. I'm from

4 SPEAKING

GROUP WORK Imagine you're a different person. Choose a new name, city, nationality, and country. Talk to other people. Ask questions. For ideas, watch Anderson.

REAL STUDENT

What's Anderson's city, nationality, and country?

1.2

WHAT'S YOUR LAST NAME?

LESSON OBJECTIVE

- ask for and give personal information

1 LANGUAGE IN CONTEXT

A  1.04 Rudy and Juana are at a conference. Listen to the conversation. Check (✓) the information they say.

- | | |
|--|--|
| <input type="checkbox"/> college name | <input type="checkbox"/> first name |
| <input type="checkbox"/> company name | <input type="checkbox"/> last name (= family name) |
| <input type="checkbox"/> email address | |

INSIDER ENGLISH

Say *Uh-huh* to show you are listening.
My last name is Garcia. G-A-R-C-I-A.
Uh-huh. What's your email address?

B  1.04 Read and listen again. What information do they spell?

1.04 Audio script

- | | | | |
|--------------|--|--------------|-----------------------------------|
| Rudy | So, your first name is Juana. H-U- ... | Rudy | Great! OK, my last name is Jones. |
| Juana | No. J-U-A-N-A. My last name is Garcia. G-A-R-C-I-A. | Juana | OK. What's your email address? |
| Rudy | Uh-huh . What's your email address ? | Rudy | It's rudythejones@kmail.com. |
| Juana | It's juanagarcia@bestmail.com. | Juana | Rudythejones! The? T-H-E? |
| Rudy | And what's the name of your college ? | Rudy | Yes. R-U-D-Y-T-H-E-J-O-N-E-S. |
| Juana | It's Garcia College. I'm Juana Garcia from Garcia College! | Juana | From Jones College? |
| | | Rudy | No! From Miami Dade College. |

